



Westwind

SCHOOL DIVISION

STUDENTS FIRST | INSPIRING EXCELLENCE

EDUCATION PLAN

2025-2026

Overview

This 2025 plan, the fourth year of Westwind School Division's 4-year term plan (May 2022 to May 2026), we continue our commitment to Students First / Inspiring Excellence. Aligned with the school board election cycle, this term plan ensures a synchronized approach to our division's goals and initiatives. Each school within our division undertakes a similar data analysis and goal-setting process to determine its unique direction based on comprehensive information. Principals collaborate closely with their respective school councils in this process, fostering a shared vision and collective decision-making.

Westwind School Division serves a diverse and predominantly rural population comprising approximately 4,600 students across 14 community schools. Our educational network spans the towns of Cardston, Magrath, and Raymond and the villages/hamlets of Stirling, Glenwood, Hill Spring, Mountain View, Del Bonita, Spring Coulee, and Welling. In addition, we proudly serve the Blood Reserve and operate 19 Hutterite colony schools.

One key initiative the new School Board undertook was a thorough evaluation of the division's vision, mission, and values. With the support of the Administration, engagement with students, staff, and parents took place, and the board identified four core values to guide their efforts moving forward. These are outlined below.

Our Vision

Westwind School Division will be a collaborative community of engaged learners that inspires all students to realize their full and complete potential.

Our Mission

The mission of Westwind School Division is to foster engaging and student-centred learning environments that will inspire each student to strive for personal excellence and allow all learners to thrive.

Our Values

Continual Learning: We provide high-quality learning opportunities for all and will continuously collaborate to empower, challenge, and inspire every student and employee to be a successful and continual learner.

Excellence: We desire and constantly pursue excellence and hold high expectations for students, staff, and ourselves. We establish and communicate high student expectations regarding academics, attendance, achievement, behaviour, citizenship, and extracurriculars.

Relationships: We prioritize and foster strong, respectful relationships in the communities we serve and continually seek to strengthen those relationships by demonstrating integrity, respect, trustworthiness, collaboration, and transparency in everything we do.

Empathy: We teach and model empathy in our schools and continuously strive to build safe, caring, and inclusive learning environments that foster kindness and compassion.

Guiding Principles

Our mission, vision, and values guide our behaviour, structure our operations and shape our Division strategies. For every decision we make, we will hold ourselves accountable and ask:

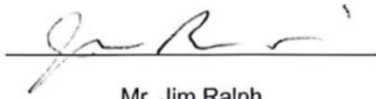
- Is this what's best for our students?
- Will this help us build trust and improve relationships?
- How will this decision further education, inform practice and enhance learning?

Accountability Statement

Under the direction of the School Board, the Education Plan for Westwind School Division, commencing September 2022, was prepared in accordance with the responsibilities of the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The School Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

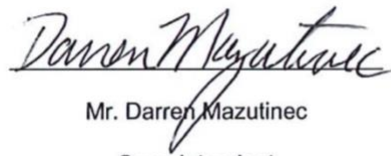
The School Board approved the 2022/2023 Education Plan on May 30, 2022. (Year 1)

The School Board reviewed and approved the 2025/2026 Education Plan on May 29, 2025. (Annually after Year 1)



Mr. Jim Ralph

Board Chair



Mr. Darren Mazutinec

Superintendent

Community Engagement

Westwind School Division (WSD) steadfastly believes in the paramount importance of regular community engagement in fostering a culture that consistently promotes the success of all students. We recognize that actively involving our stakeholders is vital to establishing accurate goals and priorities for our division. Our commitment extends to inclusive decision-making processes directly impacting our communities, providing meaningful avenues for all stakeholders to express their perspectives.

WSD remains dedicated to creating ongoing opportunities for valuable feedback from our esteemed staff, parents, students, and community members on various pertinent issues. We have persistently sought ways to maintain these vital connections. As we eagerly anticipate the upcoming school year, we are resolute in implementing more face-to-face engagement opportunities, allowing for deeper connections and meaningful dialogue with our school communities.

By prioritizing community engagement, Westwind School Division remains resolute in our commitment to collaborative decision-making, ensuring the voices of all stakeholders are heard and valued. Together, we will continue to build a thriving educational environment that nurtures the success and well-being of every student.

During the 2024/2025 school year, Westwind School Division (WSD) actively sought input through various channels to ensure robust community engagement. These included:

1. **School Councils:** Each school within our division maintains a dedicated school council, which fosters meaningful dialogue between parents, community members, and school administration. School principals consistently relay valuable insights from these councils, which provide us with a comprehensive understanding of school operations, goals, and plans.
2. **Divisional School Council Meeting:** WSD annually organizes divisional school council meetings, enabling council chairs from each school to connect, exchange information, voice opinions on matters affecting student learning, and receive valuable training relevant to their roles.
3. **High School Grade 12 Visits:** Division Administration conducted interactive technology-based engagement sessions with graduating classes, allowing future graduates to share their positive experiences in Westwind and offer suggestions for improvement. Student feedback is shared with the school administration and the school board.
4. **FNMI High School Student Visit:** The Division Administration conducted interactive technology-based engagement sessions with FNMI students from Cardston High School. These sessions allowed students to share their positive experiences in Westwind and offer suggestions for improvement. Student feedback is shared with the school administration and the school board.
5. **Student Engagement:** Division Administration engaged with students from grades 9-12 through three dedicated sessions throughout the year, ensuring their perspectives and voices were heard and considered. Their feedback was critical in implementing new policy and understanding the AEAMs survey data.
6. **Colony School Engagement:** Each colony school held annual meetings, including the First Minister meeting, fostering direct communication and collaboration.
7. **Alberta Education Assurance Survey:** WSD utilizes the feedback received from parents through the Assurance Survey to identify areas for improvement and inform the development of education plans.
8. **Westwind Assurance Survey:** In addition to the Alberta Education survey, Westwind conducted its own survey to gain further insights and better understand areas that require attention. This survey was expanded to include all Westwind parents, not just grades 4, 7, and 10 and all students in grades 7 – 12. It was developed to drill deeper into past results and look at other division issues.
9. **Various Division Feedback Surveys:** Throughout the school year, WSD proactively engages stakeholders through surveys, targeted engagement sessions, and meetings to address specific issues. Notably, collaborative sessions were held to gather input on developing and implementing the Division core values.
10. **Board Meetings:** The WSD Board of Trustees encourages all stakeholders to share input, provide feedback, and express concerns during scheduled board meetings. Public engagement opportunities are incorporated into the agenda.
11. **Board Strategic Planning Session:** Annually, the WSD Board of Trustees conducts a strategic planning session to establish the division's direction, identify priorities, and set goals and strategies for the upcoming year. This session ensures a comprehensive and forward-thinking approach to education within the division.

Business Plan Review

Every year, Westwind looks forward to the release of the provincial Business Plan to compare our plans to and see how we are doing to meet the provincial targets. In looking at some of the province's priorities, such as new curriculum implementation and development, supporting First Nation, Metis and Inuit students, new educational spaces, literacy and numeracy, and providing choice in education, Westwind has been working hard in all these areas.

Westwind has been supportive of the curriculum refresh. Right from the beginning, many of our teachers have been involved in piloting and implementing the curriculum. Westwind is looking forward to seeing the new Jr. High curriculum released and starting to pilot it in the 2025-26 school year.

With our large FNMI population, we continue to work closely with our partners to provide the best education possible for our students, setting them up for post-secondary education or careers they may choose. Our teams of FSLC counsellors, language teachers, and Elder work with our Central Office team and the school to support students and families. Through the new Mental Health funding, we hope to continue the work started in the Mental Health grant. We are working to solve the loss of support from the Jordan's Principle grant.

Westwind looks forward to completing its first new school in our division since 1986 in the 2025-26 school year. In the past, we have benefited from many modernizations that have dramatically supported our students and communities.

Literacy and numeracy skill development is Westwind's key priority. We are grateful for our ongoing partnership with Dr. Georgiou in literacy, and we look forward to working on a new project with him next year. Westwind continues to see growth in our students, with our focus on screening them early and then supporting them with the issues that are identified.

In the area of choice in education, we continue to meet the needs of the students in our area. Our work with the Southern Alberta Collegiate Institute has expanded opportunities for our students in trades, agriculture, and health care. In younger grades, our Westwind Alternate School provides various programs for our families that do not want to be part of one of our traditional schools.

Outcome 1 – Alberta's students are successful

Performance Metrics

1a. High School completion rate—This is one of Westwind's key goals in this Ed Plan. The Provincial average is 88.1%, and their goal for next year is 88.4%. Westwind currently has an average of 88.3%.

1b. High School post-secondary transition rate - The provincial average is 60.1%, with a goal of 60.3%. Our transition rate, according to the province, is 44.1%. This rate is influenced by unique geographic and community factors, such as our proximity to the U.S. border and many students pursuing education outside Alberta. The province estimates that 9.6 students attend post-secondary institutions outside of Alberta based on applications for Alberta Financial Aid. For the 6-year rate, we estimate that approximately 44 students participate in post-secondary education outside of Alberta, which adjusts our percentage to about 56.6%. Additionally, many of our students serve a two-year religious service mission after high school, which impacts our transition rate. We continue to monitor this metric and are working with our high schools to strengthen connections with local post-secondary programs.

1c. Percentage of students who achieved the acceptable standard on the grade 9 PAT - For the province, they had 69.6% in LA and 52.7% in Math. The goals for the province are 70% and 53%. Westwind has already dramatically surpassed these rates, with 85.0% in LA and 66.3% in Math. Getting all students to an acceptable standard on PATs is another key goal for Westwind.

1d. Percentage of students who achieved the acceptable standard on diploma exams—For the province, they had 85.1% in ELA and 73.5% in Math. The goals for the province are 85.4% and 74.5%. Westwind

has already dramatically surpassed the rates for ELA with 93.6%, and we have a bit of work to do in Math, 73.6%, specifically in Math 30-2.

Outcome 2 – First Nation, Metis and Inuit students in Alberta are successful

Performance Measures

2a. High school completion rate of FNMI students—This is one of Westwind's key goals in this Ed Plan. Currently, the Provincial average is 69.4%, and their goal for next year is 69.6%. Last year, Westwind experienced a decline in this area, from our previous three-year average of 71.0% to 58.1%.

2b. Post-secondary transition rate of FNMI students—The provincial average was 36.8%, and the goal is 37.2%. Again, Westwind significantly declined from the previous 3-year average of 52.3% to 34.5%.

2c. Percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations—For the province, they had 84.3% in ELA and 64.6% in Math. The goals for the province are 84.8% and 65.0%. Westwind has already dramatically surpassed the rates for ELA with 96.2%, and we have some work to do in Math, 53.3%, specifically in Math 30-2.

Outcome 3 – Satisfaction with Career Education

Performance Measures

3a. Satisfaction with career education opportunities—Westwind doesn't seem to have access to the data the province is pulling for this measure. We hope to continue to see an increase in this measure as we have just hired a Career off-campus teacher. Since that hiring, we have seen a dramatic increase in students taking advantage of available opportunities.

3b. Satisfaction with the opportunities to receive a broad program of studies—Westwind's closest measure is supplementing AEAMs data under Program of Studies. Westwind has been declining in this area, 79.4% down from our three-year average of 81.2%. We hope our Career teacher and our work with Colligate will help move this forward.

3c. Average number of career education credits completed per high school student—The provincial average is 7.3, up from 6.4 credits over the last five years. Last year, Westwind averaged 11.5 credits per student.

Outcome 3 – Alberta's K-12 education system and workforce are well-managed

Performance Measures

4a. Agreement that schools can attract and retain teachers—Westwind does not have access to this data for our division, but we have been able to fill all positions that we have advertised for. We do not often have our teachers leave for other school divisions as they are satisfied with their positions. We are struggling more with the retention of our Education Assistants.

4b. Satisfaction that school provided a safe, caring, and healthy learning environment —The province has averaged 84.1% and hopes to reach 84.3%. This is similar to the AEAMs report for Welcoming, Caring, Respectful, and Safe Learning Environments measure. Westwind is 85.4% on this measure, higher than the provincial average of 84.0%.

4c. Agreement that students can access support and services in a timely manner — This seems to be a measure similar to the Access to Supports and Services in the AEAMs report. In this measure, Westwind is at 79.0% compared to the provincial average of 79.9%

Results Analysis

Overall Division Summary (October 2024)



Required Alberta Education Assurance Measures - Overall Summary Fall 2024

Authority: 0056 The Westwind School Division

Assurance Domain	Measure	Westwind School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.4	83.6	84.6	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	78.7	79.1	80.5	79.4	80.3	80.9	High	Declined	Acceptable
	3-year High School Completion	85.7	83.6	84.2	80.4	80.7	82.4	High	Maintained	Good
	5-year High School Completion	88.3	89.0	87.9	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	70.6	69.4	69.4	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	16.7	12.5	12.5	19.8	18.0	18.0	Intermediate	Improved	Good
	PAT9: Acceptable	73.9	70.0	70.0	62.5	62.6	62.6	Intermediate	Improved	Good
	PAT9: Excellence	17.7	16.1	16.1	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	85.0	83.8	83.8	81.5	80.3	80.3	High	Maintained	Good
Teaching & Leading	Diploma: Excellence	24.7	21.0	21.0	22.6	21.2	21.2	Very High	Improved	Excellent
	Education Quality	88.1	87.5	88.5	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.4	86.5	87.1	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	79.0	79.5	80.7	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	77.8	75.2	77.4	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

First Nations, Metis, and Inuit (October 2024)



Required Alberta Education Assurance Measures - Overall Summary Fall 2024

Authority: 0056 The Westwind School Division (FNMI)

Assurance Domain	Measure	Westwind School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	72.5	74.6	62.4	58.6	57.0	59.5	Low	Maintained	Issue
	5-year High School Completion	58.1	62.3	71.0	69.4	71.3	69.1	Very Low	Maintained	Concern
	PAT6: Acceptable	48.9	47.8	47.8	48.7	45.3	45.3	Very Low	Maintained	Concern
	PAT6: Excellence	4.4	4.3	4.3	7.3	6.5	6.5	Very Low	Maintained	Concern
	PAT9: Acceptable	52.4	44.1	44.1	41.4	39.4	39.4	Very Low	Maintained	Concern
	PAT9: Excellence	8.2	8.8	8.8	6.1	5.3	5.3	Very Low	Maintained	Concern
	Diploma: Acceptable	75.0	75.0	75.0	76.9	74.8	74.8	Low	Maintained	Issue
Teaching & Leading	Diploma: Excellence	10.7	13.5	13.5	11.8	11.3	11.3	Low	Maintained	Issue
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Westwind Assurance Survey Results (2024-2025)

	Parents		Staff		Grade 4-6		Grade 7-9		Grade 10-12		Overall	
	3 previous years	2025	3 previous years	2025	3 previous years	2025	3 previous years	2025	3 previous years	2025	3 previous years	2025
Mental Wellness	70%	91%	73%	94%	78%	74%	60%	84%	56%	76%	69%	87%
Physical Wellness	78%	93%	72%	83%	84%	79%	81%	91%	75%	87%	77%	87%
Preparation for next phase	73%	73%	90%	84%	85%	91%	80%	80%	82%	76%	82%	80%
Demonstrate their Learning	76%	85%	97%	94%	86%	90%	84%	87%	77%	86%	85%	89%
Volunteerism	61%	65%	84%	82%	79%	81%	69%	67%	61%	70%	72%	74%
Safe and Accepted	80%	83%	93%	95%	89%	81%	78%	80%	76%	80%	85%	86%
Show Learning over Time	82%	84%	96%	96%	92%	93%	86%	92%	90%	92%	91%	91%
Exposure to Literacy in the Home	95%	91%	64%	79%	59%	76%	67%	62%	63%	46%	74%	77%
Belief of Reading Level	88%	87%									88%	87%
Effective use of Flex	63%	79%	57%	67%			65%	77%	71%	83%	63%	75%
Trusted Adult			93%	95%	89%	89%	79%	76%	80%	70%	88%	87%

Strengths

There was a lot to be excited about when we looked at our AEAMs data, literacy and numeracy data, and Westwind survey data. We have had a key focus on our literacy and numeracy data for the early years of the last 4 years. We continue to see improvements year after year as our teacher become more proficient in teaching the new curriculum and being able to support some of their struggling readers. Our numeracy growth has not been consistently improving, as we have had more focus on literacy. This was part of a 5-year focus for Westwind.

Our PAT and Diploma data have lots to be excited about. The grade 6 data is not very representative, as we have so many schools piloting new curricula, so the data gets skewed. For grades 9 and 12, our division was above the provincial average at the acceptable standard and the standard of excellence. This does not mean we do not have some work to do in specific courses, but overall, we did exceptionally well. This is especially the case in the areas of LA and ELA. This shows that some of the work we have been focusing on has helped our students.

We continue to see improvements in the percentages of our students completing high school. This is especially true for those completing in 3 years compared to the provincial average. We are generally about 3% higher than the province over the past few years. We continue to have students finish high school in years 4 and 5, but not at the same rate as the rest of the province, as the 5-year completion averages get closer.

From our divisional survey, the two areas that we are happy to see continued growth in mental and physical wellness. Since coming out of COVID, we have continued to see an increase. The great work being done through the Mental Health Grant has helped a lot. We also believe that removing cellphones from our school has had an impact.

Areas for Improvement

As Westwind was looking at the data, there were three measures from the AEAMs that all stuck out to us as a concern: Student Learning Engagement, Citizenship, and Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE). Westwind saw a decline from the previous year's data for all three of these measures, and we are lower than the last three-year average. We are still above the provincial average for the

WCRSLE measure, but we do not like the direction in which this is moving. Over the past year, this has been a focus for Westwind. We have met with all our schools, and they have all developed plans to work on improving in these areas. We have also worked with our student engagement committee to understand the data results better.

It was good to see that in our divisional survey main questions, there was an uptick in the data for our question related to students feeling Safe and Accepted. We also asked additional questions to all our students in grades 7-12 and changed the question that you usually see in the provincial survey from “Do most students feel ...” to “I feel ...” and we were shocked at the difference in the results.

Emerging Trends

One glaring trend for Westwind School Division is the most alarming. In the 2024/2025 school year, the number of grade 1-12 students was 4236. The projected number of students for the 2025/2026 school year is 4166. This declining trend of student enrollment is projected to continue for several years. It will make it challenging to maintain all we offer students now.

Full Report

Click [here](#) to view the 2023/2024 Westwind School Division Annual Educational Report, prepared in November 2024, which includes a more detailed breakdown of our District Data.

Priorities

Outcome 1: All Students will be at grade level in Literacy and Numeracy

Strategies:

- Westwind has just hired two part-time learning coaches who will help schools with literacy, numeracy, and implementing new curricula.
- For the 2025/26 school year, Westwind will collaborate with Dr. George Georgiou on a research network project to examine the impact of intervention on grade 2 readers.
- We will be working with Dr. Georgiou to provide training to our new Westwind teachers since we trained them four years ago. Longer-serving teachers can join in for a refresher course.
- Work to better implement the resources purchased for the new elementary math curriculum.
- Allocated funds to support a refresh of classroom libraries
- Collaborate with Dr. George Georgiou, an expert in educational literacy, to implement reading screens and PD on the five pillars of reading for grades 1-9.
- Implement training from Dr. Rauno Parrila and Dr. Saskia Kohnen to enhance reading instruction and support for students with dyslexia.
- Continue supporting secondary teachers in implementing learning from professional development with Kelly Gallagher.
- Organize divisional PD days focused on promoting literacy and numeracy.
- Support schools with their PD days and provide 40 hours of PD in literacy and numeracy.
- Improve staff literacy and numeracy pages on the Division's staff website.
- Plan CRM Meetings focused on reading screens and developing plans to improve Tier 1 & 2 support.
- Continue to develop Tier 3 reading strategies.
- Ensure teachers use enrichment, flex and tutorial time to work with struggling students to help them attain grade-level literacy and numeracy.
- Ensure effective use of Literacy and Numeracy Funding to support our most vulnerable students. Provided necessary training to the teachers and EAs, providing the support so they can better support students
- Allocate funds for teacher education and master's work in reading.
- Continue to enhance the Division website with additional resources to support literacy and numeracy.
- We will be refreshing our "Raise a Reader" programs to support literacy in the home.

Measures:

- (WSD/ ABed) End-of-year literacy screen percentage of students' reading scores.
- (WSD) Divisional survey results about the percentage of students exposed to literacy in the home.
- (WSD) Division survey results about whether parents believe their child is reading at grade level.
- (ABed) Division results from the numeracy screen.
- (ABed) Percentage of teachers, parents, and students who agree that students are engaged in their learning at school.

Outcome 2: All Students will reach the acceptable standard on Provincial Achievement Tests

Strategies:

- Westwind will have all junior high teachers pilot the new curriculum as it is released. Learning coaches will work with grade/subject-level teams to implement the new curriculum and update resources. We will do this using the piloting days allocated to teachers.
- Teachers will be trained to effectively use AI as a thought partner for students, enabling them to assist students who need help.
- Westwind will have Myron Dueck present on Assessment, which will examine how we can continue to improve our assessment practices.
- We have a purposeful plan to address effective teaching strategies and assessment with our administrators and teachers. We will advocate for high-yield teaching strategies, including project-based learning, and expand assessment methods to enable students to demonstrate their knowledge in various ways.
- Focus on understanding the Vretta testing platform so teachers can be ready to use it with PATs and make them more comfortable participating in field testing.
- Continued implementation of the learn from Todd Whitaker focused on things that matter most in teaching, and Cadmus Delorme, to help our staff with Truth and Reconciliation.
- Establish and implement a collaborative plan within the division to enhance teacher development and facilitate effective curriculum implementation.
- Emphasize mastery learning by promoting tutorials, retakes/rewrites, and personalized learning approaches to support students in achieving mastery of key concepts.
- Provide robust support to teachers collaborating with experts such as Dr. Georgiou, Dr. Parrila, and Dr. Saskia to improve students' reading abilities.
- Sustain the integration of authentic approaches that ensure all students can connect with and find relevance in the curriculum they are taught.
- Provide continuous support to divisional Numeracy and Literacy Committees, fostering their essential role in driving excellence in numeracy and literacy instruction.
- Encourage teachers to utilize enrichment, flex, and tutorial time effectively to provide targeted support for struggling students and assist them in reaching grade-level proficiency in literacy and numeracy.
- Support effective collaboration for teacher growth – vertically, course or grade level.
- Westwind will continue to work on TRC action 63, specifically points iii, building student capacity for intercultural understanding, empathy, and mutual respect and iv, identifying teacher-training needs relating to the above.
- Maintain the commitment of individual schools and the entire division to foster stronger relationships with our First Nation communities, promoting meaningful collaboration and mutual understanding.

Measures:

- (ABed) Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.
- (ABed) Percentage of teachers, parents, and students agree that their learning environments are welcoming, caring, respectful and safe.
- (ABed) Percentage of teachers, parents, and student satisfaction with the overall quality of basic education.
- (ABed) The overall percentage of students/First Nations, Metis and Inuit students who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests.
- (ABed) Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- (WSD) Survey of students, parents, teachers on learning over time, students being safe and accepted, and demonstration of learning.
- (WSD) Student attendance.

- | | |
|--|--|
| <ul style="list-style-type: none">• Place significant importance on individual FNMI student meetings, demonstrating our commitment to their success. These monthly meetings with administrators and counsellors will focus on student achievement, attendance, and setting future goals. | |
|--|--|

Outcome 3: All Students will graduate from High School

Strategies:

- We will continue to work closely with LP on expanding the collegiate to better support the needs of our students.
- Teachers will be trained to effectively use AI as a thought partner for students, enabling them to assist students who need help.
- Westwind will have Myron Dueck present on Assessment, which will examine how we can continue to improve our assessment practices.
- Encourage teachers to effectively utilize enrichment, flex, and tutorial time to provide targeted support for struggling students and assist them in reaching grade-level proficiency in literacy and numeracy.
- Westwind has hired its first off-campus coordinator for 2024/25. This Coordinator will facilitate access to off-campus learning opportunities such as Work Experience, registered apprenticeship program (RAP), Dual Credit, and Career Transitions, enabling students to explore diverse career pathways.
- We are working with the UofL to expand dual credit opportunities for students.
- Work with LP to develop a plan to support colony students in furthering their education, possibly to a journey person's certificate.
- Foster collaborative partnerships to enhance student opportunities: expand dual credit programs, facilitate campus visits to post-secondary institutions, expand collegiate offerings and forge stronger connections to the trades, health care and Ag (LP project).
- Enhance transitional support to ensure seamless student integration when transitioning between schools, fostering a sense of belonging and connection to their new educational environment.
- Boost student engagement and foster positive connections by expanding participation in diverse co-curricular and extracurricular activities, volunteerism, and leadership opportunities such as student council and Hope Squad.
- Create enriched educational options by developing a summer school program, an online learning platform, and flexible learning environments to provide students with greater choice and personalized educational experiences.
- Collaborate closely with high school Academic Advisors to proactively track student progress and facilitate early enrollment opportunities at post-secondary institutions.
- Ensure that all Westwind students have the invaluable opportunity to experience a post-secondary campus, broadening their horizons and inspiring their educational aspirations.
- Establish communication with former students who did not graduate, seeking insights into their experiences and utilizing this knowledge to enhance support mechanisms and improve graduation rates.
- Provide essential Mental Health support to students through dedicated Family School Liaison Counsellors

Measures:

- (ABed) The overall percentage of students/First Nations, Metis and Inuit students who achieved the acceptable standard and standard of excellence on Diploma Exams.
- (ABed) Percentage of teachers, parents and students satisfied with the opportunity to receive a broad program of studies, including fine arts, career, technology, and health and physical education.
- (ABed) Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- (ABed) High school to post-secondary transition rate of students/First Nation, Metis and Inuit students within six years of entering Gr. 10.
- (ABed) High school completion rate of students/First Nation, Metis and Inuit students within three years of entering Gr. 10.
- (ABed) The annual drop-out rate of students/First Nation, Metis, and Inuit students within three years of entering Gr. 10.
- (ABed) Percentage of students/First Nations, Metis and Inuit students writing four or more diploma exams within three years of entering Gr. 10.
- (ABed) Percentage of students/First Nation, Metis and Inuit students eligible for a Rutherford Scholarship.
- (ABed) Percentage of teachers, parents and students who indicated that their school and schools in their jurisdiction have improved or stayed the same in the last three years.
- (WSD) Survey – School is preparing students for the next school/work/post-secondary.
- (WSD) Survey – Students effectively use their flex/tutorial/learning time.

<p>(FSLCs), ensuring their well-being and emotional resilience.</p> <ul style="list-style-type: none"> ● Westwind will continue to work on TRC action 63, specifically points iii Building student capacity for intercultural understanding, empathy, and mutual respect and iv Identifying teacher-training needs relating to the above. ● Strengthen support for our FNMI students by providing crucial academic advising, tutoring, and counselling assistance to help them overcome past trauma, foster resiliency, and achieve academic success. ● Strengthen collaboration between Westwind and post-secondary institutions, focusing on enhancing educational opportunities for our First Nation students. ● Through the Wellness Grant initiative, Westwind has employed a First Nation student engagement worker who will play a pivotal role in facilitating student progress and ensuring successful graduation outcomes. 	
--	--

Facility, Capital Plan & Budget Summary

The Board of Trustees approved the 2025-2028 Three-Year Capital Plan and submitted its priorities to Alberta Education.

The priorities approved by the Board are:

1. **Modernization of Cardston Junior High School**
 - The school is nearing 40 years old
 - The school was initially designed as an elementary school, so it lacks the needed gathering spaces for students.
2. **Reconfiguration of Cardston High School**
 - It will be our oldest high school and does not have all of the features of our recent modernizations and new builds

The 2025-2028 Westwind School Division Capital Plan can be found on our Division website or by clicking [Here](#).

The Board of Trustees approved the 2025/2026 Budget at their May 29, 2025, meeting.

	Budget 2025 -2026
Revenues	
Government of Alberta	\$57,926,010
Federal Government and First Nations	\$2,645,853
Fees	\$808,763
Sales of Services and Products	\$554,050
Investment Income	\$86,859
Donations & Other Contributions	\$1,274,073
Other Revenue	\$307,660
Total Revenue	\$63,603,268
Expenses	
Instruction – ECS	\$2,817,379
Instruction – Grade 1 to 12	\$45,522,444
Operations & Maintenance	\$9,645,725
Transportation	\$2,941,461
System Administration	\$2,509,684
External Services	\$166,575
Total Expenses	\$63,603,268
Annual Surplus (Deficit)	\$0

The Westwind School Division's fully detailed budget can be found on our Division website or by clicking [Here](#).